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ABSTRACT

Developed as a source of reference for educators in adult cooperative education, this selected annotated bibliography provides a review of literature and research concerning cooperative agreements (characteristics) between adult educational institutions and business, industry, and labor. The content is in three sections. The first and shortest lists readings on research related to agreements. Section 2 lists readings which offer guidelines or criteria for initiating or writing postsecondary cooperative educational agreements. Each of the citations in these two sections includes author; title; publisher's name, city, and state; publication date; and an annotation. The last section, comprising two-thirds of the document, presents and reviews agreements selected because they represent a variety of the cooperative education agreements currently being utilized or advocated for use in the adult cooperative education field. Each of the citations in this section includes the source, title, review, and copy of the agreement. A list of readings concerning the adult learner, postsecondary education, and cooperative work/education programs as well as a list of resource guides, handbooks, or manuals for postsecondary cooperative education programs are appended. (EM)

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Final Report

Project No. 498AH60261
Grant No. G007603722

ANNOTATED AND SELECTED BIBLIOGRAPHY

"Characteristics of Cooperative Agreements between
Postsecondary Institutions and Business, Industry, and Labor"

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University of Northern Colorado

Greeley, Colorado

September 30, 1977

The research reported herein was performed pursuant to a grant with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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PREFACE

Graduate Vocational Teacher Education within the College of Education at the University of Northern Colorado was awarded an USOE Project under Public Law 90-576, Part C, Section 131(a)--Research and Training--of the Vocational Education Act of 1963 as amended. The project entitled Adult Vocational Education Research and Development had three thrusts:

1. Conduct a series of literature searches related to adult education and complete a series of related studies entitled:
 - * An Assessment of Characteristics of Cooperative Agreements Between Postsecondary Educational Institutions and Business, Industry, and Labor.
 - * A Historical and Descriptive Study of Adult Cooperative Vocational Education Programs in Colorado Postsecondary Institutions.
 - * Development of an Instrument to Assess Employer Sponsored Career Development Programs for Sub-Professional Employees.
2. Conduct a Colorado Postsecondary Adult Cooperative Vocational Education Conference at UNC, January 25-28, 1977.
3. Develop instructional modules for the improvement of content and delivery of university graduate-level introductory instruction in adult vocational education.

This study represents the research findings of thrust one concerned with An Assessment of Characteristics of Cooperative Agreements Between Postsecondary Educational Institutions and Business, Industry, and Labor.

Louise J. Keller, Project Director

Lois W. Bennett, Co-Director

INTRODUCTION

The primary purpose of this document is to provide a review of the relevant literature and research concerning cooperative agreements (characteristics) between adult educational institutions and business, industry, and labor. Reviews and samples of agreement forms are presented for the purpose of illustrating a variety of postsecondary cooperative educational agreement forms currently being utilized in adult education/work programs throughout the nation. Educators in the fast growing adult cooperative education field may find this selected and annotated bibliography useful as a reference source.

The selected readings in Sections I and II were included because they present research concerning agreements or they offer guidelines or criteria for initiating or writing postsecondary cooperative educational agreements.

The agreements, presented and reviewed in Section III, were selected because they represent a variety of the cooperative education agreements currently being utilized or advocated for use in the adult cooperative education field as determined by a national survey, conducted at the University of Northern Colorado, Greeley, Colorado.

The additional bibliography, found in Appendix A, was selected to include important readings concerning the adult learner, postsecondary education and cooperative work/education programs. A list of resource guides, handbooks, or manuals for postsecondary cooperative education programs is found in Appendix B.

The vast numbers of agreements that exist between two educational institutions or between educational institutions and other governmental agencies either for professional, academic, or vocational education are not included.

The University of Northern Colorado Graduate Vocational Teacher Education Council wishes to emphasize that this collection of works is by no means intended to be exhaustive nor is it to be construed as an evaluation of work in the field. Many valuable works on cooperative agreements are not abstracted here as they did not seem to relate directly to the research under consideration in Adult Vocational Education.

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SECTION I
ABSTRACTS
OF
RESEARCH
RELATED
TO
COOPERATIVE
AGREEMENTS

Author: Granger, James; Moore, Allen B.; and Winkfield, Patricia W.

Title: DISCUSSION OF INDUSTRY-EDUCATION COOPERATION FOR ADULT LEARNING

Publisher: The Center for Vocational Education, The Ohio State University

City, State: Columbus, Ohio

Date: June, 1975(b)

This research endeavor found agreements may be formal (legal) type or they may be the informal letter, memorandum, or listing of activities type. The needs and desires of the cooperating parties should determine the type of document that is used. The formal legal agreements, although desirable under certain circumstances, may be intimidating to one of the agencies. The informal agreements serve the purpose as long as they state the goals, objectives, activities, location, times, and expected outcomes of the cooperative work experience.

Written agreements, (Granger, et al, 1975b, p. 35) should specify the WHO, WHAT, WHERE, WHEN, AND HOW as follows:

WHO.....Who has the responsibility for program activities?

Who will be the participants?

WHAT....What are the program goals, objectives, and activities?

WHERE...Where will the program take place (on/off plant sites)?

WHEN....When will the program be offered?

HOW.....How will the program be financed?

How do cooperative parties know the program is completed?

How much does the program cost the cooperating parties and the participants?

This is an easy reference for writing agreements and can be used as a guide especially for the informal or letter type forms.

Program components which can be greatly facilitated by written agreements are publicity, publications, recruitment, and evaluation.

Author: Granger, James; Moore, Allen B.; and
Winkfield, Patricia W.

Title: GUIDELINES FOR THE DEVELOPMENT AND STUDY OF COOPERATIVE
ADULT EDUCATION.

Publisher: The Center for Vocational Education, The Ohio State
University

City, State: Columbus, Ohio

Date: June, 1975(c)

In this work the authors stress the importance of documentation of understandings established in cooperative adult education programs so there will be no misunderstanding. The agreements may be either formal or informal as long as they contain the following five elements:

1. the overall objectives.
2. the scope of work of the program as discussed in pre-planning section.
3. the personnel for directing and conducting the program.
4. the resource commitment of each party.
5. any other expected source of assistance.

Letter type agreements are acceptable if they contain these five elements and both parties have copies of the letter.

The conclusion of this study was that the time required for keeping records is well worth it in terms of the time saved when clarifying problems that arise when conditions are not clearly stated in a written agreement. (Granger, et al, 1975c, p. 45)

Author: Moore, Margaret, L.; Parker, Mabel M.; and
Shepley, E.

Title: FORM AND FUNCTION OF WRITTEN AGREEMENTS IN THE CLINICAL
EDUCATION OF HEALTH PROFESSIONALS

Publisher: Charles B. Slack, Inc.

City, State: Thorofare, New Jersey

Date: 1972

This book lists three essential elements of an agreement as the purpose, obligation, and procedure.(p.43) This study concludes that agreements should be "bilateraly" developed and documented in written form in the clinical health education fields. This is becoming more and more important with the increasing trend of diversity in the health educational setting as well as in the clinical ones.

The authors do not feel that any one model can exist for all situations but must be individualized to fit the particular needs of the agency as well as the educational program. Hence they give guidelines for developing and writing contracts but do not provide a model, as they feel that each educational setting is unique.

There are eight steps listed for pre-planning and the guidelines are developed along the same steps. These are as follows: (p.50)

1. purpose of the cooperative arrangement and the shared functions.
2. objectives of each party to the agreement.
3. mutual promises and joint responsibilities.
4. university's rights and responsibilities.
5. center's rights and responsibilities.
6. student rights, responsibilities, and obligations.
7. mechanisms for continued cooperation, regulation, review, or termination.
8. signatures and dates.

The final conclusion was that the agreements should be in written form but not necessarily in formal legal writing. The issues should be stated positively in as short a form as practical. Length does not make it better. The suggestion is made that an appendix be added at the end of the contract which can be updated each year to include any changes in arrangements that might be desired and also a change in the number of students. The contract would not have to be re-written but could be amended in this manner on a yearly basis.

SECTION II

COLLECTION
OF
READINGS
ON
COOPERATIVE
VOCATIONAL
EDUCATION
AGREEMENTS

Author: Catalano, Renault; Giallonard, Louis; Messer, John;
Werner, Don; and Zendle, "Buzz". (Contributors)
Title: COOPERATIVE EDUCATION STUDENT GUIDE.
Publisher: Maricopa County Community College District
City, State: Phoenix, Arizona
Date: August 76

This guide defines cooperative education as a method of instruction that offers the students the opportunity to earn college credit for the development and achievement of learning objectives which are accomplished through their current related work experience. A part of the requirement is that the employer enter into a training agreement with the college and the student/employee.

The training agreement outlines the objectives for the semester. The requirement is one learning objective and a minimum of 80 hours on the job for each credit hour to be earned.

Author: Collins, S. B.
Title: CO-OP HANDBOOK.
Publisher: Drexel University
City, State: Philadelphia, Pennsylvania 19104
Date: 1976-77

The following information comes from a letter received from S. B. Collins, Director of Department of Cooperative Education. 2/10/77
Drexel University, Philadelphia, with an approximate co-op enrollment of 3,000, does not use any cooperative training agreements or contracts in the operation of their cooperative program with one exception. Those students who work with any Federal Government agency can only be employed through an agreement with each particular agency which has been mandated by the Civil Service Commission. These are individual contracts with each agency and they avoid having to test the students under civil service examinations so that they can be hired directly by the organization without such tests. These agreements are written by the Federal Agency and approved by the University.

Their philosophy in their Co-op Handbook written by S. B. Collins. "We believe that the understanding of theory is an approach to wisdom, but that the mark of a man is his success in adjustment to the society into which he is projected at any one time. We believe that all experience is good and that every job teaches us something: that in the final analysis, cooperative experience is human experience; that before we can demonstrate our knowledge of theory we must prove our tolerance for, and understanding of people."

Author: Dopp, Joan and Nicholson, Athyleen
Title: GUIDELINES TO COOPERATIVE VOCATIONAL EDUCATION IN
COMMUNITY COLLEGES
Publisher: Washington State Board for Community College Education
and Washington State Coordination Council for Occupational
Education
City, State: Olympia, Washington
Date: None Given Pages Reviewed: 1-11

Dopp and Nicholson (page 11) advocate a training agreement which clearly specifies the responsibilities of employer, student, and college. They suggest that the following areas be included in the agreement:

1. the duties of the student.
2. the number of hours the student is to spend on the job.
3. the responsibilities of the student in such matters as:
 - a. notifying the employer in case of unavoidable absence.
 - b. observing safety rules.
 - c. observing business etiquette.
 - d. cooperating with his supervisor.
 - e. attending classes regularly.
4. the responsibilities of the employer for:
 - a. training and supervising the students.
 - b. providing the student with a variety of learning experiences.
 - c. recording the student's attendance and keeping the instructor-coordinator informed as to his conduct on the job and his progress in learning on the job.
 - d. obeying wage and hour laws and safety regulations.

5. the responsibilities of the college for:
 - a. providing overall supervision and coordination of the program.
 - b. providing related instruction.
 - c. selecting capable students who will profit from the program.

A sample agreement is found in this manual on page .

See Appendix.

Author: Hayes, Richard A. and Travis, Jill H.
Title: EMPLOYER EXPERIENCE WITH COOPERATIVE EDUCATION ANALYSIS
OF COSTS AND BENEFITS HIGHLIGHT.
Publisher: The Detroit Institute of Technology Cooperative Educa-
tion Research Center
City, State: Detroit, Michigan
Date: 1974 Pages Reviewed: 12

The results of this study suggest that CO-OP is an effective method of improving recruitment yields, including identification and hiring of minority group members prior to their college graduation, while also lowering recruitment costs, labor costs, and turnover rates among employees. Moreover, CO-OP graduates have an advantage over recent college grads in terms of productive work performance...thereby assisting in management development to meet future needs for supervisory and managerial talent.

Author: Heerman, Barry
Title: COOPERATIVE EDUCATION IN COMMUNITY COLLEGES
Publisher: Jossey-Bass
City, State: San Francisco, California
Date: 1973 Pages Reviewed: 219

In this book Mr. Heerman develops a model cooperative education program that combines the training agreement with the statement of defined outcomes, which specifies the learning objectives for the period into a single form. This approach is recommended as being an effective means of committing all parties to the educational parameters of the program. It also helps all parties to identify and achieve specific learning objectives.

The training agreement presented on page 177 states the following responsibilities for the students, employers, and the college and requires a signature of all three.

The student will:

1. adhere to all policies of the employing firm.
2. report to work promptly, and in the event of illness or emergency will notify the employer and coordinator promptly.
3. direct his energies to the completion of work assignments.
4. not terminate employment without first meeting with coordinator.

The employer will:

1. recognize the student as a trainee and to that end will provide varied experiences and adequate supervision.
2. assure safe and healthful working conditions.
3. offer wages comparable to existing wage rates for the student's job.

4. if for any reason termination of employment is necessary, meet with both student and coordinator in a special meeting.
5. agree not to hire the student on a full-time basis during the student's tenure of study at the college.

The college will:

1. provide instruction concurrent with the work assignment which examines desirable job attitudes and skills.
2. periodically visit the student and the employer to ascertain progress in the student's work.
3. provide the guidance for special student problems.
4. grant college credit toward the completion of the student's degree.

Author: Jacobs, D. Duane
 Title: COOPERATIVE EDUCATION LOG
 INSTRUCTION AND RELATED MATERIALS
 Publisher: Eastern Arizona College
 City, State: Thatcher, Arizona
 Date: May, 1976

The agreement found in this log, on pages 8, 9, and 10, is based on the educational objectives. It requires the student to write six objectives. The difference here lies in the type of objectives that are requested. The first one is the:

1. career orientation objective. (Identify how you plan on getting a promotion, seeing different aspects of your career area, or something else you want to do that concerns your career growth.)
2. skills acquisition objectives. (Identify a specific skill or bit of knowledge that you wish to acquire during the semester.)
3. skills application objective. (Identify some skill or bit of knowledge you have that you want to improve upon, or become more proficient in using.)
4. human relations objective. (Identify one way you want to improve your ability to work with supervisors, fellow workers, or others you associate with.)
5. objective. (This objective can relate to any activity you wish to complete on the job.)
6. same as number 5 above.

Under each of these objectives the student is asked to list at least five things you will do to complete the above objective.

All three parties then must sign and agree with the validity of the learning objectives listed. The student agrees to abide by the cooperative education guidelines and the employer's guidelines. The supervisor agrees to evaluate the student's performance. The college agrees to award academic credit for work successfully accomplished.

Author: Johnson, Martha J.
Title: COOPERATIVE EDUCATION PROGRAM STUDENT HANDBOOK.
Publisher: Virginia Polytechnic Institute and State University
City, State: Blacksburg, Virginia
Date: 1976-77

This institution does not have cooperative agreements with employers except for certain federal governmental agencies who initiate the agreement. They do have a student's work report form and an employer's evaluation form. Their program requires a student to work a minimum of four work quarters and most of them complete a total of seven which is the maximum number of work quarters and will complete these in five years. The student is awarded a CO-OP certificate in addition to the college degree.

Author: Price, Harvey; Huddleston, Robert; and Bableth, Jim
Title: GUIDELINE COOPERATIVE EDUCATION PROGRAM
Publisher: Northland Pioneer College
City, State: Winslow, Arizona
Date: None Given (1976-77 Guide)

The cooperative education program at Northland Pioneer requires the student to set objectives in order to pursue a planned program of work experiences. The setting of objectives has three purposes:

1. the student will realize the educational opportunities that are available on their job.
2. important dialogue between the employee and the supervisor occurs when they work together to identify job performance learning each semester.
3. the evaluation of the student/employees job performance is more meaningful when the supervisor and the employee understand and agree upon the objectives at the beginning of the evaluation period.

This arrangement becomes an agreement based entirely on the learning objectives. The objectives are the communicative device.

Author: Schwartz, Melvin Source: ED 106481
Title: THE COOPERATIVE DISTRIBUTIVE EDUCATION PROGRAM FOR
EMPLOYERS OF COOPERATIVE DISTRIBUTIVE EDUCATION STUDENTS
Publisher: New Jersey Department of Education
Division of Vocational Education
City, State: Trenton, New Jersey
Date: None Given

The author states seven elements that should be included in training agreements. These seven are:

1. the hours that a student will work.
2. the salary that the student will receive.
3. the responsibilities of the school coordinators.
4. the responsibilities of the employer.
5. the legal restrictions that are involved in cooperative programs.
6. the evaluation procedures firmly determined.
7. termination procedures are set in advance.

Author: Seaverns, Charles F. Jr.
Title: A MANUAL FOR COORDINATORS OF COOPERATIVE EDUCATION.
Publisher: The Center for Cooperative Education
Northeastern University
City, State: Boston, Massachusetts 02115
Date: May 1974

The manual states that it is necessary for the coordinator to establish good rapport with the cooperative employers as a good program is dependent upon the mutual agreement between the University and the employers. The coordinator's responsibility becomes one of relating the schools goals, policies, procedures, and services to the employing organizations. The coordinator expects the employers to provide learning experiences for the students, train them, provide guidance, and evaluate the student's progress. The program does not require the employer to sign an agreement. The only agreement that Northeastern uses is between the student and the University.

Author: Yu, Joyce
Title: INTERNSHIPS: STUDENT HANDBOOK
Publisher: Office of Student Futures, Carleton College
City, State: Northfield, Minnesota
Date: 1976-77

In this program the student and the supervisor or employer agree upon a set of work objectives. The author states on page 6 that the students' responsibility is not to plan HOW to do the task before specifying exactly WHAT and WHY it should be accomplished. These objectives are used as guidelines and also for evaluation purposes. In addition to work objectives, the student, as a growing person, is expected to develop learning objectives.

The student must formulate objectives that are the following:

1. be specific as to exactly what is to be achieved. The process is often an objective in itself but must be specified.
2. schedule a definite time for completion.
3. define the results desired and problems.
4. state the expected results in measureable terms.

These objectives are listed on form entitled: Carleton Credit Internship Form. When this form is signed by the student, the employer, and the faculty supervisor it is an agreement to fulfill the described program of the internship for the entire period of time. Should termination have to take place for any reason two weeks notice is to be given.

See Appendix A for sample for this Internship Form.

Author: None Given

Title: COOPERATIVE EDUCATION COORDINATORS HANDBOOK

Publisher: Office of Superintendent of Public Instruction
Dolores Colburg, Superintendent

City, State: Helena, Montana 59601

Date: December 1974

The Montana Handbook states that the training agreement is not a legal contract but rather a memorandum whose primary purpose is to communicate responsibilities of the employer, the school, the students, and the parents. The most important purpose of the memorandum is establishment of the student as learner.

The following components were considered important:

1. the career objective of student.
2. the student's goal for the specific training period not the long range goal.

Areas relating to the conditions surrounding the student's employment which the handbook states should be included are:

1. definite dates of training period.
2. provide a probationary period of employment for student.
3. beginning wage should be stated. It may either be a percentage of usual beginning wage or the same as normal employees receive.
4. the times that the student spends in school and on the job should be specified.

Responsibilities of employers includes:

1. provide a variety of educational experience.
2. designate the person who will be student's sponsor at the training station.

Responsibilities of student includes:

1. follows schools regulations during employment.
2. works diligently under direction and supervision of sponsor.

Responsibilities of parents include:

1. responsible for student's conduct at work and while he is traveling to and from laboratory.

Responsibilities of school and teacher coordinator includes:

1. to provide instruction for student related to the occupation.
2. to assist the employer in designating the learning experience.

Approval of the training agreement from vocational education advisory committees is advisable. A training plan which accompanies the agreement is also considered essential.

Author: None Given Source: ED 020430
Title: GUIDE TO SELECTION OF CLINICAL FACILITIES FROM AN
ASSOCIATE DEGREE NURSING PROGRAM
Publisher: New York State Education Department
City, State: Albany, New York
Date: 1966

This guide states that formal contractual agreements should be reached by the agency and the college, and presents a model agreement with five components as follows:

1. instructional planning.
2. specific responsibilities of hospital.
3. specific responsibilities of college.
4. mutual responsibilities.
5. signatures of representative for the college and the administrator of hospital.

A unique feature of this guide is that it lists a number of considerations that should be informally discussed when a college representative is surveying an agency for placing prospective students. The following topics might be included:

1. the formal responsibility for the educational program.
2. the extent of the use of the agency by the college.
3. the handling of disciplinary problems.
4. the procedure for clearing assignments of students to the agency.
5. the extent to which the agency provides resource persons for the program.
6. the health procedures to be followed for students.

7. emergency care for instructors and students while in the agency.
8. the provisions of class and conference room space, office space for instructors, locker room facilities, and necessary eating facilities.
9. the extent of the compliance of students and instructors with hospital rules and regulations.
10. a provision for review and termination of the agreement.
11. legal protection for students and instructors while in the agency.

Some of these guidelines might be of use to any persons developing programs in other areas.

Author: None Given
Title: HANDBOOK OF COOPERATIVE EDUCATION.
Publisher: Florida Atlantic University
City, State: Boca Raton, Florida
Date: None Given (Handbook)

Florida Atlantic University (FAU) utilizes two agreements in the cooperative education programs. One agreement is between the student and FAU and the other agreement is between FAU and the participating employers.

The student agreement, is entitled: "Cooperative Training Assignment". The purpose of the agreement is to insure a mutual understanding between the student and the coordinator that the student is to continue on the cooperative assignment until transferred by the coordinator or released by the employers. In addition, the agreement serves as an instrument to promote the cooperative efforts of both the student and the employer aimed toward optimum job satisfaction. The completed agreement is given to the coordinator by the student upon his acceptance of a training agreement. (page 9)

Author: None Given

Title: HEALTH AND CETA, A COORDINATION GUIDE FOR HEALTH ADMINISTRATORS

Publisher: H.E.W.

City, State: San Francisco, California

Date: 1976

The Comprehensive Education Training Act (CETA) program has combined with other agencies to provide training for adults of all ages. One of these endeavors undertaken in 1976 by a group of experts in the Public Health Field, along with representatives from the Health, Education and Welfare (HEW) Manpower Coordinators, Regional Department of Labor (DOL) Administrators for Employment and Training; and CETA Focal Points in the Public Health Services from all of the ten U.S. Office of Education (USOE) District Offices, combined their talents in this book.

This book notes (page 44) that "an unwritten agreement is not an agreement at all, it is an understanding and understandings are easily misinterpreted as time goes by." If the programs are worthwhile, they conclude that they are worth the time it takes to write down the details of the program.

The same book goes on to state that the agreements which they use are considered "operating agreements" rather than a "legal enabling agreement." The difference between these two interpretations may mean whether the contract is negotiated or not. When the word agreement is interpreted to be synonymous with a legal contract persons usually avoid using them. A frequent mistake made in coordination agreements is that only the basis for coordination is listed and the necessary details are omitted. Confusion and misunderstandings are often the results and usually lead to discontinuance of the program.

This same book lists nine characteristics that they consider should be a part of all good agreements as follows:

1. precisely what is to be accomplished between the two parties (purpose, reason for coordination).
2. the situation in which the agreement will apply.

3. a summary of the agency activities that are affected by coordination and the way in which these activities will be expected to serve the coordination project.
4. who, in each organization, is responsible for the specific activities listed.
5. what will constitute service standards, response time, etc. (e.g., provision of counseling interviews within 5 days of request.)
6. administrative procedures (reporting procedures, supervision, etc.)
7. how and how often service standards will be reviewed.
8. modification procedures.
9. financial arrangements.

The writers conclude that although the language and format for agreements may vary widely, all agreements should include the above nine components, to strengthen the predictable nature of the coordination. A sample agreement for coordination and training of developmental youth in the skill areas of food service in a hospital is provided in the Appendix of this book.

Author: None Given

Title: IMPORT AUTO TECHNICIAN: CURRICULUM GUIDE FOR THE
DEVELOPMENT OF AN IMPORT AUTOMOBILE TECHNOLOGY PROGRAM
E. LOS ANGELES COMMUNITY COLLEGE

Publisher: California Community Colleges: Sacramento-Fed Grant HEW

City, State: Los Angeles, California 90022

Date: 1974 Pages Reviewed: 78

The agreement presented on page 78 of this report is a three way agreement signed by the employer/company representative, student, and the college representative. New learning experiences are identified for each semester. The objectives are specific, measurable, and achievable during the semester, and must be agreed upon by the three parties.

The college coordinator has the sole responsibility for evaluating each student with advice and counsel of the employer. The achievement of the objectives will determine whether the college will give academic credit for the work experience, and determines the grade the student will receive.

The student agrees to the objectives and also agrees to abide by the Cooperative Education guidelines as set forth by the college.

SECTION III
REVIEWS AND SAMPLES
OF
AGREEMENTS
FROM
POSTSECONDARY
EDUCATIONAL
INSTITUTIONS

Source of Agreement: Aims Community College
Greeley, Colorado

Title of Agreement: Cooperative Work Agreement
Cooperative Office Education Program

Review of Agreement:

Mutual provisions of the agreement include only the training period dates and the termination mechanism.

The college's responsibility is to provide the student with training in the basic skills and the technical information related to the occupation. Aims College will try to parallel the course of student with the job experience.

The student agrees to work diligently, abide by the company's rules, pursue faithfully the course of study, agrees to report to work punctually and regularly and report absences. The student is to work a minimum of two hours a day.

The employer agrees to provide a variety of office duties; assign a supervisor; and evaluate the student. There is a blank space provided for the compensation that will be paid per hour.

COOPERATIVE WORK AGREEMENT

Work Agreement: The College Cooperative Office Education Program

Employer: _____ Address: _____ Phone: _____

Student: _____ Address: _____ D.O.B. _____

Manager: _____ Student Supervisor: _____

THE AGREEMENT IS TO DEFINE THE CONDITIONS UNDER WHICH _____

_____ IS TO RECEIVE COOPERATIVE OFFICE EDUCATION TRAINING.

IT WILL SERVE AS A GUIDE TO ALL COOPERATING PARTIES: THE STUDENT, THE SCHOOL, AND THE EMPLOYER.

The College will provide the student with opportunities for training in the basic skills of the occupations and the technical information related to it. College will try to parallel the course of study with the job experience to the extent that the student will receive a basic office education.

The Student agrees to perform diligently the work assigned by the employer according to the company policies and regulations as they apply to regular employees. The student also agrees to pursue faithfully the prescribed course of study and to take advantage of every opportunity to improve his efficiency, knowledge, and personal traits. He further agrees to report for work punctually and regularly and will notify the employer or supervisor if he is unable to be present. He or she will work a minimum of two hours per day.

The Employer agrees to give the student a variety of office duties. He will assign some member of his organization who will have a continuing responsibility for the training and supervision of the student-learner, or he will assume this responsibility himself. As a beginning wage he will compensate the student at \$ _____ per hour. Progress and advancement made by the student will be evaluated and discussed by the employer and coordinator and a formal report will be submitted at the end of each quarter.

It is further agreed that should this working agreement become unsatisfactory for any party it can be dissolved by notifying the coordinator and allowing her sufficient time to make arrangements for termination.

TRAINING WILL COVER THE PERIOD FROM _____, 19__ to _____, 19__

EMPLOYER _____ STUDENT _____

COORDINATOR _____

Source of Agreement: Arapahoe Community College
Littleton, Colorado

Title of Agreement: Quarterly Learning Contract

Review of Agreement:

The upper half of this contract provides for useful information for the documentation of the cooperative work experience program. The following characteristics appearing on this form are unique in comparison to other agreements:

1. Name of division director.
2. Name of division
3. Date received records office
4. Co-op course title
5. Course prefix
6. Course no.
7. Course description.

The information provided by these characteristics might be used in the future for reference purposes. With the increase of lifelong learning this may be of more importance to have this type of documentation.

The lower portion of this contract is the statement of learning objectives and is quite similar to the other behavioral objectives model agreement forms except where it specifically lists that the method of evaluation follows each objective that is written. The evaluation is done by each of the three parties--student, instructor/coordinator, and field supervisor. The accomplishment of the objectives is the basis for the evaluation.

QUARTERLY LEARNING CONTRACT (QLC)

Student's Name _____
 Last First Middle

Instructor _____

Division Director _____

Division _____

Date Received Records Office _____

Co-op Course Title _____ No. of Credits _____

Course Prefix _____ Course No. _____

Course Description:

STATEMENT OF LEARNING OBJECTIVES

Objectives	Method of Evaluation	End of Quarter Rating		
		Student	Instructor/ Coord.	Field Superv.
1. _____				
2. _____				

1. Not accomplished or accomplished to a limited degree 3. Extensive accomplishment
 2. Adequate accomplishment 4. Superior accomplishment

See reverse side for additional objectives

Employer/Field Setting _____
 Name of organization Address Phone

COLLEGE CO-OP AGREEMENT

We the undersigned, agree with the validity of the learning objectives listed above. The college agrees to provide the necessary supervision and counseling to insure that the maximum educational benefit may be achieved for the student's work experience.

There are three participants in this Co-op venture. The student agrees to abide by the Co-op guidelines. The instructor will evaluate the student's performance at the end of the grading period. The college will award academic credit for work successfully accomplished. The student's Co-op field supervisor agrees to provide the experiential opportunities necessary in achieving the above objectives.

Signatures:

Student _____ Date _____
 Co-op Field Supervisor _____ Date _____
 ACC Instructor/Coordinator _____ Date _____

Source of Agreement: Brookdale Community College
Lincroft, New Jersey

Title of Agreement: Cooperative Education Learning Agreement

Review of Agreement:

This postsecondary coop agreement outline form is between an Employer Representative and a Cooperative Education Specialist. The job description becomes the heart of this agreement form. This brief concise form could be adapted to a variety of work stations for cooperative students.

COOPERATIVE EDUCATION LEARNING AGREEMENT

The Cooperative Education Work Experience Program is designed to involve students in educationally valuable experiences within the realistic framework of the work environment.

FIRM OR AGENCY _____

ADDRESS _____

IMMEDIATE SUPERVISOR _____

WORKING HOURS _____ RATE OF PAY _____

JOB DESCRIPTION

A framework of activities that the student will be involved in is outlined below in the approximate sequence in which they will occur:

Employer Representative

Cooperative Education Specialist

Source of Agreements: Community College Cooperative Work
Experience Education
San Diego County, California
Palomar College
San Marcos, CA 92069

Title of Agreement: Statement of Cooperation

Review of Agreement Form:

The title of this agreement is different from others that have been examined. Otherwise it conforms to the standard ones used by the California Consortium of Community Colleges. It asks only for the signatures of the student and the employer and only the name of the instructor/coordinator.

COMMUNITY COLLEGE COOPERATIVE WORK EXPERIENCE EDUCATION

Company Name (Please Print/Type) _____ Student's Name (Please Print/Type) _____

Business Address _____ Social Security No.

Supervisor's Name (Please Print/Type) _____ Course/Section No. _____ Units Year/
Semester

STATEMENT OF COOPERATION

The student will comply with the Cooperative Education program guidelines and regulations. The employer and the college will provide necessary supervision and counseling to insure that the student/employee receives appropriate educational benefit from this work experiences. The instructor-Coordinator will visit the student/employee's place of employment, consult with the employer regarding the student's job performance, and grant academic credit for successful completion of the program. It is understood the employer will, as required by law, comply with all appropriate federal and state regulations. The undersigned agree with the validity of the job-oriented learning objectives listed below.

Student's Signature _____ Date _____ Supervisor's Signature _____ Date _____

Instructor/Coordinator _____ Date _____

JOB-ORIENTED LEARNING OBJECTIVES

Each semester a student is enrolled in Cooperative Education it is necessary to identify new or expanded job-oriented learning objectives. These objectives are formulated by the student, reviewed, and approved by both the supervisor/employer and the Instructor-Coordinator.

The objectives must be SPECIFIC, MEASURABLE, and ATTAINABLE. Should an objective require revision anytime during the semester, the Instructor-Coordinator must be notified. The student/employee and supervisor will evaluate objective accomplishments at the end of the semester.

1. _____
2. _____
3. _____

END OF SEMESTER RATING*	
Student	Supervisor

*Rating Scale: 4=Outstanding 3=Above Average 2=Satisfactory 1=Limited

SUPERVISOR'S END OF SEMESTER COMMENTS: _____

If you were to issue the student/employee a letter grade for level of attainment of these objectives and student's total semester work, the grade would be:
A B C D F (please circle one)

RATED BY: _____

TITLE: _____

DATE: _____

SD1-575A

Source of Agreement: Gulf Coast Community College
Panama City, Florida

Title of Agreement: Internship Agreement

Review of Agreement:

This three party agreement briefly states the responsibilities of the employer and the college but does not specifically state the responsibilities for the student. The form asks for students name, address, phone number, age, and program of study. This agreement indicates that this internship is to be in conjunction with regular college attendance.

INTERNSHIP AGREEMENT

The parties to this agreement are: The Student-Employee, the Employer, and the College.

The purpose of this agreement is to provide internship training for the Student-Employee by the cooperative activities of the Employer and the College. The Employer will provide paid, planned work experiences; and the College will provide related instruction and co-ordination. The student will maintain standards of work and study performance prescribed by the Employer and the College.

It is further agreed the period of the Internship is from _____ through _____. This understanding does not prevent the Employer from terminating the employment of the Student-Employee for cause. This agreement will become invalid should the student withdraw from the College.

The starting rate of compensation for the Student-Employee will be \$_____ per hour. It is agreed that the Student-Employee must be employed a minimum of 12 hours per week for the length of each semester or 180 hours per semester.

Program of Study: _____

Name of Student _____

Home Address _____ Phone _____ Age _____

Employer _____

Business Address _____ Phone _____

Department in Which Student is Training _____

Employer Supervisor _____

Signature of Student Signature of Employer Signature of Coordinator

Source of Agreement: Gulf Coast Community College
Cooperative Education Internship Program
Panama City, Florida 32401

Title of Agreement: Gulf Coast Community College
Internship Agreement

Review of Agreement:

Mutual provisions in this agreement are the dates, termination procedures, rate of compensation, hours per week are a minimum of 12 per week or 180 hours per semester.

The form is brief and concise. The employer will provide paid planned work experiences, the college will provide related instruction and coordination. The student will maintain standards of work and study performance prescribed by the employer and the college. The names, addresses, and phone numbers of the student and employer are provided. Signatures of all parties are required.

Attached to this agreement is the learning objective form which contains the objectives made up by the student with the approval of the coordinator.

The third form which is used is the employer's evaluation form.

Samples of these are in Appendix A.

Source of Agreement: Lane Community College
Eugene, Oregon

Title of Agreement: Cooperative Work Experience
Approval and Agreement

Review of Agreement:

This agreement requires the signatures of the student and the coordinator together on the first part of the form and the employer is required to sign only a brief statement that he/she will work with student and consult with the coordinator if any difficulty should arise.

An unusual characteristic of this agreement is the one asking if the student has any health or physical problems that an employer should be aware of. Instead of objectives or listing of activities this agreement asks only for a description of the type of field experience.

CWE APPROVAL AND AGREEMENT

COOPERATIVE WORK EXPERIENCE

STUDENT	Student		SSN		Program	
	Home Address		City		Zip	Phone
	TERM . Year					
	☐ ☐ ☐ ☐ 19__		☐ Full Time		G.I. Bill?	
	F W S SU		☐ Part time		☐ Yes ☐ No	
					SAIF will be paid by:	
					☐ Lane Community College	
					☐ Employer	
					☐ No Coverage	
	Have you participated in CWE before?		Total SFE credit to date			
☐ Yes						
☐ No						
Name of Firm or Agency				Supervisor (At work site)		
Address		City	State	Zip	Telephone	
Describe type of field experience: _____						
☐ Paid experience wage will be \$ ____ per ____ . ☐ Non Paid experience						
Do you have any health or physical problems an employer should be aware of?						
☐ Yes ☐ No						
CREDIT	I realize that _____ credits (_____ clock hrs.) in Course No. ☐ FE 207					
	TLN _____ will be given for satisfactory completion ☐ 1.300					
of work experience during this term. In accordance with school policy, I realize that I am to keep my coordinator informed of my activities and any possible change in my work experience status. I also realize that if placed in this position by the CWE Office for a specific length of time, I will not be able to file an unemployment claim against my employer at the end of the placement.						
Student Signature		Coordinator Signature		Date		

EMPLOYER: This student will receive credit for satisfactory completion of the cooperative work experience. I agree to work with student for the time and rate of pay specified above in accordance with company rules and regulations. If any difficulty should arise, I will contact the

coordinator to try to resolve the issue.

Employer or supervisor signature

Date

Seminar	
Day	Time
Room	

_____ is an
Equal Educational
Opportunity Institu-
tion. Students are
placed without regard
to race, color, sex,
or national origin.

Routing after employer's
signature:
White.....CWE Office
One Copy.....Student
One Copy.....Employer
One Copy.....Coordinator

Source of Agreement: Maricopa County Community
College District
Phoenix, Arizona

Title of Agreement: Cooperative Education Training
Agreement

Review of Agreement:

The job-related learning objectives are the heart of this cooperative agreement. Space is provided for four objectives and each objective has three parts as follows:

Part 1 - What are you going to accomplish?

Part 2 - How are you going to accomplish it?

Part 3 - How will you measure the achievement of your objective?

The student agrees to abide by the Cooperative Education Guidelines. The employer will evaluate the student's attainment of the objectives and the college will award credit. The three parties sign that they agree to the validity of the learning objectives on the first visitation date and they sign that they agree with the evaluation on the second visitation date. The achievement is simply evaluated as yes or no for each objective.

The roles and responsibilities of the student, employer and coordinator are listed in detail in two booklets entitled: "Cooperative Education Student Guide," and "Cooperative Education Faculty Coordinator's Handbook." Included in the coordinators handbook is a student agreement (similar to a learning contract) which the student signs and gives to coordinator. One requirement is that the student will work 80 hours on the job per semester for each semester hour of credit earned.

Note: Maricopa County Community College District includes the following six educational institutions: Glendale Community College; Maricopa Technical Community College; Mesa Community College; Phoenix College; Scottsdale Community College; and Maricopa Skill Center.

COOPERATIVE EDUCATION TRAINING AGREEMENT

Semester _____ 200-Section # _____
 Year _____ Final Grade _____
 Credits _____

The student agrees to abide by the Cooperative Education guidelines. The supervisor will evaluate the employee-student's achievement of objectives. The college will award credit for successful completion.

College _____ Student _____ Employer(Company Name) _____

JOB-RELATED LEARNING OBJECTIVES

Part 1-What are you going to accomplish?

Part 2-How are you going to accomplish it?

Part 3-How will you measure the achievement of your objective?

OBJECTIVE 1

Achievement
YES NO

Part 1 _____

☐ ☐

Part 2 _____

Part 3 _____

OBJECTIVE 2

Part 1 _____

☐ ☐

Part 2 _____

Part 3 _____

OBJECTIVE 3

Part 1 _____

☐ ☐

Part 2 _____

Part 3 _____

OBJECTIVE 4

Part 1 _____

☐ ☐

Part 2 _____

Part 3 _____

We the undersigned agree to the validity of the learning objectives listed:

Student _____ Supervisor _____ Faculty/Coordinator _____ 1st Visitation Date _____

We the undersigned agree to the evaluation of the achievement of objectives:

Student _____ Supervisor _____ Faculty/Coordinator _____ 2nd Visitation Date _____

Source of Agreement: Mesa College
Grand Junction, Colorado

Title of Agreement: Externship Record
Division of Biological Sciences

Review of Agreement:

Student requirements found on this form differ from many agreements reviewed in this study. Three requirements are:

1. a daily log of experiences.
2. a list of objectives and a summary at the end of the activities.
3. a reference and bibliography notebook and/or formal research papers of experimentation associated with work duties.

Students are also responsible for finding their own employment.

Division of Biological Sciences
The College

Externship Record

This record is to define the conditions under which the student is to receive training. It will serve as a guide to the student, the College, and the cooperating agency.

1. Student's Name _____
Address _____
Phone _____
2. Training Agency _____
Address _____
Phone _____
3. The student will be working with or closely supervised by:

4. Obligations:
 - A. Mesa College will provide the student with:
 1. theory of Biological/Agricultural Science (as existing curriculum permits)
 2. basic skills of the Biological/Agricultural Sciences
 3. technical information related to the students emphasis area
 4. credit, up to 15 quarters hours, for successful completion of field training
 5. coordinating college advisor
 - B. The student will:
 1. spend two to three hours in practical work experience activity for each hour of credit received in Animal-Plant internship
 2. initiate such action necessary to secure employment and/or practical training with an approved agency, business, corporation or individual
 3. supply cooperating agency or individual with a list of courses taken, and grades received, useful to employment
 4. report to work punctually and regularly for the assigned period
 5. fulfill assignments diligently according to regulations or policies
 6. attempt to be of real service to the cooperating agency

7. submit evaluating instruments to the College Division of Biological Sciences regarding his/her experiences by:
 - a. providing the Division with a daily log of his/her work experience
 - b. submitting a list of objectives and a summary of the externship activities
 - c. having the field training supervisor furnish a completed evaluation form of his/her performance to the Division
 - d. submitting a reference and bibliography notebook and/or formal research papers of experimentation associated with work duties or upon suggestion of externship advisor
 - e. items listed as (a) through (d) will be submitted to his/her departmental advisor for evaluation by a committee of three consisting of the advisor and two other faculty members from the Division of Biological Sciences.
 - f. additional questions regarding the above can be answered by your coordinating advisor
8. work a total of _____ hours arranged as follows:

Days _____

Weeks _____
- C. The cooperating agency will:
 1. assign a regular member of the organization to be responsible for the students supervision
 2. provide the student with a variety of work experiences
 3. evaluate the student's performance as an employee and trainee
 4. return the Student-Extern Evaluation to the College Biology Department
5. Compensation:
 - A. the student must register, and pay fees, for Externship hours during the quarter they are completed
 - B. credit to be awarded will be based on the amount of work and type of experience
 - C. the student may or may not receive wages for his work. This matter is strictly between the student and the cooperating agency
6. Termination occurs automatically with the prearranged final date (see below). Should the arrangement prove unsatisfactory by any of the three parties, it may be dissolved by the notification of

of all persons involved and allowing sufficient time to make arrangements for termination.

Training Period: Start _____ End _____

Fall _____ Winter _____ Spring _____ Summer _____

7. Signatures:

Date _____

The College Advisor _____

Phone _____

Student _____

Phone _____

Cooperating Agency (Supervisor) _____

Phone _____

Student-Extern Evaluation

(To be filled out by Cooperating Agency and returned to the College at the end of the training period)

Dear Sirs:

_____ is applying for academic credit in
(Student's Name)
field training, based upon his time of employment with your agency. It would be helpful to both the College and the student if you could evaluate him as an employee. Please return this directly to the Division of Biological Sciences, The College.

Student's Name _____

Address _____ Phone _____

Cooperating Agency _____

Address _____ Phone _____

Immediate Supervisor _____

Address _____ Phone _____

Training Period: Start _____ End _____

Job description of student at time of employment: (includes duties, responsibilities, technical skills, etc.)

Did the student:

Yes No

- | | | |
|---|-------|-------|
| 1. Report to work punctually | _____ | _____ |
| 2. Report to work regularly | _____ | _____ |
| 3. Fulfilled assignments | _____ | _____ |
| 4. Follow policy and regulations | _____ | _____ |
| 5. Dress appropriately | _____ | _____ |
| 6. Make a sincere effort | _____ | _____ |
| 7. Make a contribution | _____ | _____ |
| 8. Suggested A (excellent), B (above average), C (average), D (below average), I (incomplete), or F (unsatisfactory) grade for the student: | | |

9. Other comments:

Signature of Supervisor

Source of Agreement: Mesa College
Grand Junction, CO

Title of Agreement: Travel, Recreation, and Hospitality Work
Experience Memorandum of Understanding

Review of Agreement:

An analysis of this work experience agreement illustrates a comprehensive, detailed form pertaining to significant educational aspects of the program.

The responsibilities of each of the three parties--the student, college, and employer--are written in detail as well as a section entitled, joint responsibilities. Although the objectives or job activities are not provided, the form does indicate that a training plan will be developed for the individual student. This memorandum requires four signatures: the student, employer, college official, and instructor/coordinator. This form contains many of the most frequent characteristics found on a recent research project undertaken at the University of Northern Colorado.

THE COLLEGE
TRAVEL, RECREATION, AND HOSPITALITY
INTERNSHIP PROGRAM

MEMORANDUM OF UNDERSTANDING

INTRODUCTION

- 1) The College Program of Travel, Recreation, and Hospitality Management seeks to provide students with a work experience in addition to conventional classroom studies.
- 2) The primary purpose of the Internship or Work Experience Program is to bridge the gap between classroom studies and the student's career goal.
- 3) The student's work experience location should relate to the student's career goal. The primary purpose of the program is to provide the student with experience, job knowledge, and practical education in Travel, Recreation, and Hospitality Management; therefore, the primary purpose of the program will be defeated if monetary gain is the principal consideration.

The student will receive academic credit for his/her work experience when completed in a satisfactory manner. For this reason it is imperative the student, employer, and instructor/coordinator agree on the objectives of the training period. The student's training plan, must become a part of this document.

The purposes of the Work Experience Program will be better served if the student is assigned a variety of duties while employed at the work station.

It is unlawful for The College to place a student on a work experience location with any employer who discriminates in their employment practices by virtue of race, color, sex, religion, country of origin or certain physical or mental handicaps.

THE COLLEGE
TRAVEL, RECREATION, AND HOSPITALITY
WORK EXPERIENCE-COURSE #BUTR 251

MEMORANDUM OF UNDERSTANDING

The following statements are made in order to assist in establishing understanding of the objectives and responsibilities of the student, employer, and the college. If necessary, these statements may be modified or added to with the concurrence of all parties.

I. Student Responsibilities

1. The student is responsible for his/her conduct and attendance.
2. The student is required to conform to the employer's standards regarding appearance, dress codes, and personal environment.
3. The student is expected to be honest, punctual, cooperative, courteous and willing to learn. He/she must become familiar with and adhere to all rules, regulations, and policies of the employer.
4. In the event of illness or emergency the student must notify the employer and instructor/coordinator immediately.
5. The student will complete all assignments to the best of his/her ability and use initiative to promote the welfare of the employer's business.
6. The student will maintain all records required by the college and employer.
7. The student will attend all training sessions or service meetings required by the employer.

II. College Responsibilities

1. Select students who are capable, interested in growth and able to fulfill the needs of the employer.
2. To indoctrinate and prepare the student.
3. Assume the responsibility of coordinating and developing the goals to be accomplished.
4. Provide overall supervision and coordination of the academic experience of the student, and to insure that the student receives maximum benefit from the Work Experience Program.
5. To counsel with the employer on matters relating to the Work Experience Program.
6. After consultation with the employer, assign the student with a grade.
7. Award academic credit for the work experience.

III. Employer's Responsibilities

1. Understand the goals of the Work Experience Program and select the student.
2. Provide the student with a variety of job experience and exposure to as many functions and duties as possible.
3. Inform other employers of the student's role and secure the cooperation of all employees toward the student's learning experiences.
4. Take time to be helpful and provide meaningful learning experiences.
5. Counsel with the student regarding the student's progress, attitudes, and habits. Provide constructive guidance when indicated.
6. Emphasize industry ethics and responsibility.
7. Maintain records on student performance and share them with the college.

IV. Joint Responsibilities

1. During the Work Experience Program, the student will have the status of an employee.
2. Develop a training plan for the student.
3. Maintain adequate communication at all times.
4. Work together to resolve problems. Should problems arise which the employer feels require the assistance of the college, immediate communication will be made with the instructor/coordinator.
5. The employer and college will participate in evaluating the progress of the student.
6. To qualify for 15 quarter hours of academic credit, the student will be engaged for a minimum of 400 clock hours. Additional employment should be mutually agreed upon prior to the finalizing of this agreement.
7. Any of three parties to this agreement may terminate the agreement after consultation with the remaining parties.

- v. We, the undersigned, indicate by our signatures that we have read and understand the purpose of this memorandum. We further understand this agreement will begin on _____ and terminate on _____. Date

Signed _____
Student Date

Signed _____
Employer Date

Signed _____
College Date

Signed _____
Instructor/Coordinator Date

Source of Agreement: Spokane Falls Community College
 Spokane, Washington

Title of Agreement: Cooperative Vocational Education
 Coordinated Work Experience
 Student Work Plan

Review of Agreement:

This form specifies new things to be learned and asks how the student will learn them and the date completed. Although this does not state that behavioral objectives must be written it could be assumed that they might well be required.

The employer is not required to sign this form as this appears to be the students' work plan which is developed for approval by the coordinator.

Quarter _____
 Year _____

Cooperative Vocational Education
 Coordinated Work Experience
 Student Work Plan

 (Student's Name)

 (Student's Phone Number)

 (Name of Business Firm)

 (Supervisor's Name)

New Things to be Learned*	How You Will Learn Them	Date Completed

*Be specific and realistic (achievable within this quarter)

Student's Signature _____

Coordinator's Signature _____

Phone Number _____

Source of Agreement: State Board of Education
 Illinois Office of Education
 Department of Adult, Vocational and
 Technical Education
 100 North First Street
 Springfield, Illinois 62777

Title of Agreement: Training Memorandum
 Community College Special Cooperative
 Occupational Education

Review of Agreement:

This agreement lists responsibilities of the three parties: employer, coordinator, and student. Four signatures, however, are required, the student, the employer, teacher coordinator, and college official. One line of this agreement asks if the job is subject to federal or state minimum wage. If the student is working for below the minimum wage then an additional form (listed as WH-205) or state license to employ student learner must be on file.

The back of this agreement is designed as the training outline. Space is provided for the following four categories:

- (1) Job experiences the employer may give the student.
- (2) Related information the coordinator may teach the student.
- (3) Individual study references available in classroom.
- (4) Individual study references available at the training station.

The training plan is prepared by the coordinator, with the assistance of the employer and the student agrees to follow the rules set up by the college, employer and coordinator.

COMMUNITY COLLEGE COOPERATIVE WORK EXPERIENCE EDUCATION

Company Name (Please Print/Type) _____ Student's Name (Please Print/Type) _____

Business Address _____ Social Security No. --

Supervisor's Name (Please Print/Type) _____ Course/Section No. _____ Units Year/
Semester

STATEMENT OF COOPERATION

The student will comply with the Cooperative Education program guidelines and regulations. The employer and the college will provide necessary supervision and counseling to insure that the student/employee receives appropriate educational benefit from this work experiences. The instructor-Coordinator will visit the student/employee's place of employment, consult with the employer regarding the student's job performance, and grant academic credit for successful completion of the program. It is understood the employer will, as required by law, comply with all appropriate federal and state regulations. The undersigned agree with the validity of the job-oriented learning objectives listed below.

Student's Signature _____ Date _____ Supervisor's Signature _____ Date _____

Instructor/Coordinator _____ Date _____

JOB-ORIENTED LEARNING OBJECTIVES

Each semester a student is enrolled in Cooperative Education it is necessary to identify new or expanded job-oriented learning objectives. These objectives are formulated by the student, reviewed, and approved by both the supervisor/employer and the Instructor-Coordinator.

The objectives must be SPECIFIC, MEASURABLE, and ATTAINABLE. Should an objective require revision anytime during the semester, the Instructor-Coordinator must be notified. The student/employee and supervisor will evaluate objective accomplishments at the end of the semester.

1. _____
2. _____
3. _____

END OF SEMESTER RATING*	
Student	Supervisor

*Rating Scale: 4=Outstanding 3=Above Average 2=Satisfactory 1=Limited

SUPERVISOR'S END OF SEMESTER COMMENTS: _____

If you were to issue the student/employee a letter grade for level of attainment of these objectives and student's total semester work, the grade would be:
A B C D F (please circle one)

RATED BY: _____

TITLE: _____

DATE: _____

SD1-575A

Source of Agreement: Western Wyoming College
Rock Springs, Wyoming

Title of Agreement: Educational Training Plan

Review of Agreement:

This training plan serves as an agreement between the three parties of the cooperative education program and requires three signatures. A unique feature of this agreement is the third line which asks for the students to list their career objective.

The plan does not call for performance objectives but rather states that the student will participate in general activities which pertain to the knowledge and skills desired to achieve the career objective stated above. Ten lines are provided for ten activities. The date started, date completed, and the date coordinated are to be listed for each activity.

The only responsibility listed for the employer and the coordinator is to evaluate the student's work.

EDUCATIONAL TRAINING PLAN

STUDENT'S NAME _____ HOME PHONE _____

ADDRESS _____
 (Street) (City) (State) (Zip Code)

CAREER OBJECTIVE _____ AGE _____

NEXT OF KIN (For Emergency) _____ PHONE _____

NAME OF TRAINING STATION _____

ADDRESS _____ PHONE _____

STUDENT'S POSITION _____

NUMBER OF WORKING HOURS _____ PER _____ STUDENT'S WAGE _____ PER _____

STARTING DATE _____ UNTIL _____

PLAN

The student will participate in the following general activities which pertain to the knowledge and skills desired to achieve career objective stated above:

	DATE STARTED	DATE COM- PLETED	DATE COOR- DINATED
1. _____			
2. _____			
3. _____			
4. _____			
5. _____			

OTHERS: _____

TRAINING SPONSOR'S SIGNATURE _____

TEACHER-COORDINATOR'S SIGNATURE _____

Evaluation of the student by the training station sponsor will be given at the end of each semester. At any time, however, the sponsor should feel free to contact the coordinator with respect to the student's work or in any area where improvement is needed.

Source of Agreement: U. S. Department of Agriculture
Title of Agreement: Cooperative Education Working Agreement
Review of Agreement:

The following form is a governmental initiated agreement between an educational institution and the U. S. Department of Agriculture. It requires a signature of a college official and a governmental agency official. The responsibilities of the college and the agency are listed on the first two pages. Also, there are listed seven student eligibility requirements. For the most part the governmental agreements are not considered to be for Cooperative Vocational Education Programs as they are usually for students seeking a bachelors' degree. However, on page three the civil service ratings are listed for the grades and promotions that the students will receive with the following educational requirements:

1. GS-2 for a high school graduate.
2. GS-3 for one year of college.
3. GS-4 for two years of college.
4. GS-5 for three years of college and one work period of employment under a Cooperative Education Working Agreement or completion of 2½ years of college plus 6 months of work experience under a Cooperative Education Working Agreement at the GS-4 level.

Compensation and benefits are listed on pages 3 and 4 and these benefits are unique on governmental contracts. The first work period on this assignment is considered a screening period for the student and the conditions for such are listed on pages 4 and 5. The noncompetitive conversion procedure that appears on most civil service forms to a GS-5 rating is found on page 5 of this form. If the students desire a GS-7 rating they must go through the competitive process as stated on page 6.

*(SAMPLE FORMAT)

COOPERATIVE EDUCATION WORKING AGREEMENT

BETWEEN

(EDUCATIONAL INSTITUTION)

and the

U.S. DEPARTMENT OF AGRICULTURE

(AGENCY)

It is agreed that the conditions set forth below govern the appointment of Cooperative Education students to positions leading to administrative, professional, or technical work in the (Agency) under provisions of Schedule B, Section 213.3202(a) of the U.S. Civil Service Commission regulations.

DESIGNATED REPRESENTATIVES

The designated representative for the (AGENCY) is (TITLE),
(ADDRESS).

The designated representative for the University is (TITLE)
(ADDRESS).

POSITION COVERED

This Agreement applies to students pursuing bachelor degrees in administrative, professional, and technical fields. Specific positions will be covered in the addendum.

RESPONSIBILITIES OF THE EDUCATIONAL INSTITUTION

The (NAME OF COLLEGE) will:

1. Inform prospective candidates of Federal Cooperative Education opportunities.
2. Refer eligible candidates including all honorably discharged veterans, without regard to race, creed, color, age, or sex, who express an interest in being referred.
3. Furnish to the Agency any needed data and information about appointees which the college is authorized to release.
4. Notify the Agency of a change in student status, including a change in the student's major field of study.*

5-2-75(Amend, 151)

U.S. Department of Agriculture Personnel Manual

- *5. Coordinate the work and academic experience to insure a close relationship for completion of the program.

RESPONSIBILITIES OF THE AGENCY

The (NAME OF AGENCY) will:

1. Provide information to the college about Cooperative Education opportunities.
2. Have final responsibility for the selection of students. Selections will be made without regard to race, creed, color, age, or sex.
3. Maintain the necessary administrative records and handle all personnel processing relating to the employment of the student.
4. Enrich the learning of the student by providing an integrated professional educational experience.
5. Thoroughly orient the student to the occupation, work setting, and requirements governing entry into the Federal Service.
6. Furnish the college at reasonable intervals supervisory evaluations of the student's performance on work assignments.
7. Notify both the student and college as promptly as possible when the determination to release a student has been made. A properly considered report of reasons will be provided to both parties.

STUDENT ELIGIBILITY REQUIREMENTS

In addition to meeting basic eligibility standards imposed by Civil Service Commission regulations, a student:

1. Must be attending a qualifying college on a substantially full-time basis.
2. Must be enrolled in the institution's Cooperative Education curriculum.
3. Must meet citizenship requirements.
4. Must be recommended for assignment in the Agency by the appropriate staff member of the educational institution.
5. Cannot be a son or daughter of a Department of Agriculture employee.
6. Must be maintaining at least 2.0 overall scholastic average on a 4.0 scale or the equivalent, must have grade C or above in all major fields of study, and must have a record as a student that in all respects is predictive of graduation.
7. Should have completed the freshman year.*

*GRADES AND PROMOTION

Cooperative Education students may be appointed in positions at GS-2 through GS-4. Basic qualification requirements are as follows:

1. For Grade GS-2 - High School graduate or equivalent.
2. For Grade GS-3 - 1 full academic year of study.
3. For Grade GS-4 - 2 full academic years of study.
4. For Grade GS-5 - (a) Completion of 3/4's of the total number of periods of study in college required for a bachelor's degree and one period of employment under a Cooperative Education Working Agreement as a GS-4; or (b) Completion of 2½ years of academic study plus 6 months of work experience under a Cooperative Education Working Agreement at the GS-4 level.

A full academic year of study is defined as a period of study at college equal in length to two semesters or three quarters. Students who meet qualification and work performance requirements will be provided the opportunity for upward progression.

WORK PERIODS

Work periods will correspond with academic periods on the (Semester, Trimester, or Quarter) basis with interspersing periods of study. (Include summer only if applicable work period.)

Students are to be carried on a leave-without-pay status during periods of study.

COMPENSATION AND BENEFITS

PAY

The student will be paid at the current rate authorized by the Classification Act or the Federal Wage System. The rate of pay will depend upon the grade to which the student is appointed.

HEALTH BENEFITS

To be determined by Agency. (FPM Chapter 890, Subchapter 3, and FPM Supplement 890-1.)

LIFE INSURANCE

To be determined by Agency. (FPM Chapter 870 and FPM Supplement 870-1.)

RETIREMENT

To be determined by Agency. (FPM Chapter 830 and FPM Supplement 830-1.)*

*LEAVE

During the work periods, Cooperative students are entitled to earn sick leave at the rate of 4 hours per pay period and annual leave at the rate commensurate with their total Federal Service including military service. They are entitled to use earned leave on the same basis, and subject to the same rules and regulations as other Federal employees.

HOLIDAYS

The student will be paid for the legal holidays which fall within the periods of work which occur during the time covered by this Agreement providing that they meet the requirements under appropriate regulations for receiving such pay.

STUDY COSTS

If applicable. (FPM Chapter 410, Subchapters 6-3a, 6-3b, and 6-3d.)

TRIAL PERIOD AND PERFORMANCE APPRAISAL

The student's first work period is a screening period. Work performance will be appraised in the following manner:

1. Initial performance review. Prior to the end of the screening period, the supervisor, preferably with at least one other career staff member who has worked with the student, must review the student's performance, rating her or him on the following items and any additional aspects of performance which the Agency determines are job related.
 - (a) The degree of competence with which assigned tasks were performed.
 - (b) The extent to which tasks were completed on time when the student had control over the time factor.
 - (c) The ability to accept and follow directions and adhere to established regulations in the performance on the job.
 - (d) Demonstrated ability to win the respect and confidence of others in the performance of assigned tasks.
 - (e) Demonstrated ability to assume a leadership role in assigned tasks.
 - (f) Demonstrated physical fitness to perform the job adequately.*

*2. Discussion of review with the student. Following the review, a conference shall be held with the student to:

- (a) Discuss the performance rating, get reactions, and learn of any factors that may have affected performance negatively.
- (b) Consider approaches to performance improvement in needed areas.
- (c) Determine the interest of the student in future employment with the Agency.
- (d) Indicate that notice will be sent to the student and to the school regarding the student's acceptance for future work periods.

3. Recommended retention or release. On the basis of the rating of the student's job performance, interest, and fitness and conduct, the supervisor shall transmit to the appropriate authority within the Agency either of the following:

- (a) A recommendation for retention of the student, with an indication of whether promotion is indicated, or what action is planned for strengthening performance or correcting deficiencies.
- (b) A recommendation that the student not return for another work period.

Subsequent performance appraisals will be made toward the end of each work period in accordance with procedures prescribed above. All appraisal information will be shared with college coordinators and made a part of the student's personnel folder. The final appraisal will include a recommendation regarding conversion.

CONDITIONS GOVERNING CONVERSION

Noncompetitive appointment. The Cooperative Education student is eligible for noncompetitive conversion as follows:

- 1. To a career-conditional appointment (or career appointment when service requirements are met) as a GS-5 (position to be specified in addendum) if the following conditions are met:
 - (a) The student has successfully completed all the requirements for a bachelor's degree, including any specialized courses required for the professional position for which he has been in training.
 - (b) The student has completed a total of 26 weeks (1040 hours) of full-time Cooperative Education work experience in a pay status with the Department. The work must have involved at least two separate work periods with an intervening period

*of study and must have been completed prior to graduation. One work period must be within 18 months of the student's expected graduation date. Required hours of employment must have been in the same occupational area and must have been related to the student's major field of study.

- (c) The student meets the citizenship and the members-of-the family requirement on the date of recommendation.
 - (d) The employing Agency recommends him for conversion not later than 90 calendar days after completion of his Cooperative Program.
2. To a career or career-conditional appointment as a GS-7 (position to be specified in addendum) if he meets the qualification and time-in-grade requirements, in addition to the conditions set forth above.

Competitive Entry. Any Cooperative Education student who is eligible for conversion at Grade 5 only will be advised that he may seek eligibility for Grade 7 through the competitive process. This does not extend the time limits for conversion under the provision which expires at the close of business on the 90th calendar day after graduation.

Termination. The student disqualified from continuing in the Cooperative Education Program or not converted will be terminated. The student cannot be reassigned noncompetitively to other positions. (Note: Separations for these causes will provide no right of appeal to the Commission and they do not require Agencies to follow the procedures of Part 752 of the Commission's regulations.)

TERMINATION OR CHANGE OF AGREEMENT

Each party to this Agreement reserves the right to cancel it upon written notification to the other party at least 30 days prior to the proposed termination. Changes and modifications of the terms of the Agreement can be suggested by either party and will go into effect after they are agreed to in writing by both parties and thereby made a part of the Agreement.*

*This Agreement will be void if there have been no students from the colleges employed by the Agency for the previous 12-month period.

Approved By:

_____ NAME OF PARTICIPATING COLLEGE	_____ NAME AND LOCATION OF AGENCY
_____ NAME OF OFFICIAL	_____ NAME OF OFFICIAL
_____ TITLE	_____ TITLE
_____ DATE	_____ DATE

★

Source of Agreement: U. S. Department of Interior
National Park Service

Title of Agreement: Cooperative Education Work Agreement

Review of Agreement:

This is a governmental initiated agreement between the National Park Services and an educational institution for the purpose of training science, liberal arts or business students in the following disciplines: park and recreation management, history, archeology, anthropology, field oriented natural sciences, business administration or subjects closely related to protection, maintenance and management of park areas.

The responsibilities of the college and the Park Service are listed on pages 1 and 2. The work description is described in broad terms as the students will participate in a special training program consisting of planned on-the-job training. Objectives or job activities are not listed specifically.

The entrance requirements for the students are listed on page 3 and the trial period and performance appraisal is listed on page 4. The specific benefits the students will receive are not stated on this agreement as they are on most civil service forms but this agreement does specify that the benefits will be explained to the students at the time this agreement is signed. Required signatures on this agreement are the President of the College and the Regional Director of the Rocky Mountain Region of the National Park Service. This agreement form is accompanied by the evaluation form to be completed by the student's supervisor.

COOPERATIVE EDUCATION WORKING AGREEMENT

I. Introduction

This agreement is designed to establish a Cooperative Education Program between your Educational Institution and the U. S. Department of the Interior, National Park Service.

II. Definitions

Herewith, your Institution shall be designated as the "College"; the U. S. Department of the Interior, National Park Service, as "NPS"; and the student as the "Cooperative Educational Trainee."

III. Members

The Program is designed for placement of one or more students from your college in selected areas or offices of the National Park Service mutually agreed upon by both parties to this agreement. Participation is open to Science, Liberal Arts, and Business students in the following disciplines: park and recreation management, history, archeology, anthropology, field oriented natural sciences, business administration, or subjects closely related to the protection, maintenance and management of park areas. Participating students will be expected to pay for their own travel to and from the employing area from the college or places of residence.

IV. The College's Responsibilities

1. Appoint a representative to work with the NPS.
2. Inform prospective candidates of the Program.
3. Refer all candidates who meet the NPS's criteria without regard to race, color, religion, sex, national origin, age, or any other non-merit factor.
4. Submit Standard Form 171 (Personal Qualification Statement) and college transcripts or other academic records for each candidate referred for placement consideration.
5. Notify the NPS when participants no longer meet the criteria, change curricula, leave the Program, or leave the college.
6. Coordinate the work and academic experience of the students to insure that they are receiving the maximum benefits from the Program.
7. Provide the NPS with all reasonable reports and/or information as requested.

V. NPS's Responsibilities

NPS will provide realistic and meaningful work assignments which complement the College's Cooperative Education Program. Specifically, NPS

will:

1. Inform the College on:
 - a. The numbers, kinds, and locations of positions available;
 - b. Department functions, and general information on benefits and opportunities for Cooperative Educational Trainees;
 - c. Reports on evaluation of participant's progress, performance, and potential.
2. Notify the college of non-selection of candidates.
3. Insure that all trainees receive specific on-the-job training related to their academic majors and designed to further their knowledge and skills.
4. Provide orientation, supervision, and counseling to all participants to assist them in attaining their career objectives.
5. Notify the College of intent to drop a trainee because of unsatisfactory progress, interest, conduct or failure to meet the standards.
6. Make every effort to offer permanent employment to trainees who have successfully completed all requirements for a baccalaureate degree and work assignments with the NPS of not less than 26 weeks (1,040 hours). Offers of permanent employment will be subject to the availability of suitable positions, the recruitment needs of the NPS, and employment ceilings or restrictions in force at the time of consideration.
7. Perform all personnel processing related to employment of trainees.
8. Provide information to candidates regarding Federal and Program regulations and policies related to training and employment.

VI. Description of Work

Persons selected for this Program will participate in a special training program consisting of planned on-the-job training and study at the College. While on the job, trainees will work under the guidance of professionals and will discharge preprofessional and training duties, with repetitive performance of routine duties held to a minimum. The difficulty and responsibility of the work will vary with the grade level of the position.

VII. Conditions of Work

1. Students will be expected to work the hours assigned by the appointing office. The normal workweek is 40 hours per week, 8 hours per day, 5 days per week with 2 days off. The exact tour of duty will

be negotiated prior to entrance on duty. Students will be reimbursed for work outside of their regular tour of duty in accordance with over-time pay regulations currently in effect.

2. Benefits available to trainees will be explained at the time the agreement is signed.

VIII. Entrance Requirements

It is agreed that the following criteria will govern the entrance of candidates into this Program:

1. The candidate must be enrolled as a full-time Cooperative Education student at the College in a curriculum leading to a Bachelor's degree, and have successfully completed at least 45 quarter credit hours or 30 semester hours (one year) or its equivalent.

The Cooperative Educational Trainee's academic specialization must lead to a Bachelor's degree in or be directly related to the field in which he or she will receive training on the job. The degree of specialization in this field must satisfy, upon graduation, the specific educational requirements as stated in the qualification standards for the corresponding position.

2. The quality standard to be applied by the College for entrance into, and retention in, the Program must be clearly more demanding than the standard applied to students not engaged in cooperative program.

3. The Cooperative Educational Trainee must have a minimum cumulative grade point average of 2.0 (C) on a four point scale and must maintain at least a grade C in all major fields of study.

4. A candidate for the Program must meet the following U. S. Civil Service Commission educational and/or experience requirements:

a. Cooperative Educational Trainee - GS-2: The minimum requirement for appointment at this level is a high school degree or equivalent.

b. Cooperative Educational Trainee - GS-3: Student must have satisfactorily completed a minimum of 45 quarter credit hours or 30 semester hours (one year) or its equivalent.

c. Cooperative Educational Trainee - GS-4: Student must have satisfactorily completed a minimum of 90 quarter credit hours or 60 semester hours (two years) or its equivalent.

d. Cooperative Educational Trainee - GS-5: No initial appointments will be made at the GS-5 level. Cooperative Educational Trainees may be promoted to the GS-5 level when they have satisfactorily completed:

(1) A minimum of 135 quarter credit hours or 90 semester hours (three years) or its equivalent, and a minimum of 3 months employment at the GS-4 level; or

(2) A minimum of 113 quarter credit hours or 75 semester hours (two and half years) or its equivalent, and a minimum of 26 weeks (1,040 hours) of satisfactory on-the-job employment as a GS-4.

IX. Trial Period and Performance Appraisal

1. Trial Period - The first working period of the Cooperative Educational Trainee will be considered a trial period during which strengths and weaknesses are carefully observed and assessed and needed help is given on a continuing basis to improve aspects of the trainee's performance. Every effort will be made to avoid the selection of candidates who do not show promise for future careers in the Department. Trainees who do not satisfy both the academic standards of the College and work performance of the NPS will be dropped from the Program.

2. Initial Performance Review - Prior to the end of the trial period, the supervisor will review the trainee's performance, rating him or her on the following items and any additional aspects of performance that the agency determines are job-related.

- a. The degree of competence with which assigned tasks were performed.
- b. The extent to which tasks are completed on time when the trainee had control over the time factor.
- c. The ability to accept and follow directions and adhere to established regulations in the performance of the job.
- d. Demonstrated ability to win the respect and confidence of others in the performance of assigned tasks.
- e. Demonstrated ability to assume a leadership role in assigned tasks.
- f. Demonstrated physical fitness to perform the job adequately.

The student will also be rated on at least 5 specific skills, knowledges, or abilities identified as being the most important to the target career job.

3. Discussion of Review with Trainee - Following the review, a conference will be held with the trainee to:

- a. Discuss the performance rating, obtain reactions, and learn of any factors that may have affected performance in a negative way.
- b. Consider approaches to performance improvement in needed areas.
- c. Determine the interest of the trainee relative to future employment with the agency.
- d. Notify the trainee that notice will be sent to him/her and to the school regarding his/her acceptance for future work periods.

4. Recommended Retention or Release - On the basis of the rating of the trainee's job performance, interest, fitness and conduct, the supervisor will transmit to the Chief, Personnel Office within the agency either of the following:

a. A recommendation for retention with an indication of whether promotion is warranted and what action is planned for strengthening performance or correcting deficiencies.

b. A recommendation that the trainee not return for another work period.

5. Notification of Decision - When the trainee's retention or release is determined by the appropriate authority, both the trainee and the College Program Coordinator shall be notified as promptly as possible. In the case of release, a documented report of reasons will be provided to both parties. Whenever possible, a trainee will be allowed to complete his or her work period.

6. Subsequent Performance Appraisals - Performance appraisals will be made at the end of each work period in accordance with procedures prescribed above. All appraisal information will be shared with college coordinators and made a part of the trainee's personnel folder. The final appraisal will include a recommendation regarding conversion.

X. Promotion

A Cooperative Educational Trainee may be promoted provided he/she meets the requirements of paragraph VIII, 4., and is recommended by his/her supervisor.

XI. Appointment Procedures

1. Type of Appointment - Students will be given appointments in the excepted service under Schedule B, section 213.3202(a). All appointments will be for the period not to exceed the close of business of the 90th calendar day after the student's anticipated graduation from college.

2. Noncompetitive Conversion - Cooperative Educational Trainees successfully completing this Cooperative Education Program are eligible for noncompetitive conversion as follows:

a. To a career-conditional appointment (or career appointment when Service requirements are met) in a GS-5 professional, technical, or administrative position for which they meet the qualification requirements in the field of work in which they receive their training, if all the following conditions are met:

(1) The trainee has successfully completed all the requirements for a Bachelor's degree, including any specialized courses required for the target professional position;

(2) The trainee has completed the required number of weeks (hours) of work experience for trainees whose major fields of study are wholly oriented towards the occupation or occupational series in which they are receiving their work experience. The minimum time required for conversion is 26 weeks (1,040 hours) on-the-job;

(3) The trainee meets the Civil Service Commission's eligibility requirement on the date of recommendation and the NPS recommends the student for conversion within 90 days after completion of his/her Cooperative Program.

b. To career or career-conditional appointment in a GS-7 professional, technical, or administrative position for which they meet the qualification requirements and the written Amendment restriction in addition to the conditions set forth in 1 above.

The work must have involved at least two separate work periods with an intervening period of study and must have been completed prior to graduation. One work period must be within 18 months of the trainee's expected graduation.

c. This conversion eligibility expires at the close of business on the 90th day after graduation.

3. Competitive Appointment - Any Cooperative Educational Trainee who is eligible for conversion at grade 5 only, may seek eligibility for grade 7 through the competitive process.

In the event the NPS does not or is unable to offer permanent employment to graduating Cooperative Educational Trainees, all Cooperative Educational Trainees should be advised to establish eligibility for competitive appointment in the Federal Service through an appropriate examination announcement of the Civil Service Commission prior to or immediately after their graduation.

XII. Liaison

NPS and the College must each designate a liaison person for the Program prior to the execution of this Agreement. The designated liaison persons shall serve as the official points for contact between NPS and the College, and shall have the responsibility and authority for insuring adherence to the terms of this Agreement.

NPS Liaison

Name: _____
 Title: _____
 Telephone: _____
 Location: _____

College Liaison: Name:

Title: _____
 Telephone: _____
 Location: _____

XIII. The NPS assumes no responsibility for any cost or expenditures accrued to the College pursuant to this Agreement except as specified in separate inter-agency agreement.

XIV. This Agreement may be amended, superseded or otherwise modified at any time, as required, by mutual consent and agreement of authorized representatives of both parties.

XV. This Agreement becomes effective upon signature by both parties and shall continue indefinitely unless terminated (1) by mutual agreement between your Institution and the National Park Service or (2) by either party upon 30 days written notice with date of termination to coincide with the end of the concurrent academic quarter.

For: National Park Service

For: The Educational Institution

Regional Director
Rocky Mountain Region
National Park Service
P. O. Box 25287
Denver, Colorado 80225

President

Name of Institution

Street or P. O. Box Number

Date of Signature

City - State - Zip Code

Date of Signature

NATIONAL PARK SERVICE
SUPERVISORY EVALUATION OF COOPERATIVE EDUCATION STUDENT

Student _____
 University _____
 Position _____
 Work Period: From _____ To: _____

Instructions: Based on the following rating scale, the immediate supervisor should evaluate the student's work performance. Please complete and return this form to the Regional Equal Opportunity Officer.

1 - Excellent; 2 - Good; 3 - Average; 4 - Marginal; 5 - Unsatisfactory

	1	2	3	4	5
Relations with Others	()	()	()	()	()
Judgment	()	()	()	()	()
Ability to Learn	()	()	()	()	()
Attitude Toward Work	()	()	()	()	()
Dependability	()	()	()	()	()
Quality of Work	()	()	()	()	()
Quantity of Work	()	()	()	()	()
Overall Performance	()	()	()	()	()
Attendance	()	()	()	()	()

Do you recommend this student for additional Co-op assignments?
 () Yes () No (If no, please explain.)

Comments (Over if necessary): _____

(This report must be discussed with the student in accordance with the Privacy of Information Act.)

Signed _____ Date _____
 (Supervisor)

Employing area/office _____

Source of Agreement: Yavapai College
110 E. Sheldon
Prescott, Arizona

Title of Agreement: Memorandum of Agreement

Review of Agreement:

The unique feature of this contract is the note which states that this is not a legal contract but an understanding between the persons listed below. This implies that a signature is not required of any of the three parties.

A different responsibility of the student states that he will seek counsel on matters that affect his obligation under this agreement.

A sample of this agreement is found in Appendix A.

MEMORANDUM OF AGREEMENT

Student	Phone
---------	-------

Social Security Number Veteran: Yes No

[illegible]

Employer's Address _____

Street	City	Zip Code
--------	------	----------

Employer's Phone Number Supervisor

. . . ascertains that work done by the student is of nature related to his educational and/or career

objectives.

- . . . cooperates with the employer in the evaluation of the student's job performance with particular concern for the specific objectives listed below.
- . . . awards college credit for work successfully completed.

Student's Career Objectives _____

Semester Objectives:

- 1.
- 2.
- 3.

Note: This is not a legal contract but an understanding between the persons listed below. It may be terminated, for cause, by any of the parties with the understanding that due notice be given to all interested parties.

INSTRUCTOR/COORDINATOR

JOB SUPERVISOR

COLLEGE PHONE NUMBER

STUDENT

Source of Agreement: Yuba College
Marysville, CA

Title of Agreement: Cooperative Education Training Agreement

Review of Agreement:

In this agreement the students responsibilities include eight duties among which are the attendance of a weekly related seminar and enrollment of no less than eight units, develop job oriented learning objectives, and complete a self-evaluation form. The grade is based upon the following five criteria:

- (1) Job performance.
- (2) Degree of completion of job objectives.
- (3) Attendance and participation in class seminar.
- (4) Compliance with requirements.
- (5) Instructor observation.

The student is required to sign below the listing of his/her responsibilities.

The college accepts the responsibility for pre-entrance screening the students qualifications. The college representative (as well as the employer) does not have to sign the form.

A separate sheet which explains in more detail the cooperative education work experience program states that the weekly seminar gives students the opportunity to discuss job-related topics such as attitudes, interviews, problem solving, resumes, communication, and self-assessment.

COOPERATIVE EDUCATION TRAINING AGREEMENT

Student _____ Class Day _____ Time _____
 Employing Firm _____ Supervisor _____

The purpose of this program is to provide the student with on-the-job experience that has educational value from which the student can benefit.

The student's responsibilities include:

1. Enroll and complete no less than eight units including Cooperative Work Experience units.TS.
2. Have on-the-job experiences that contribute to occupational or educational goals.
3. Develop from 3 to 5 Job Oriented Learning Objectives that show new or expanded responsibilities or learning opportunities beyond those experienced during previous employment.
4. Complete a self evaluation which will help determine an overall grade. In addition, the course grade is based on:
 1) Job performance; 2) Degree of completion of Job Objectives;
 3) Attendance and participation in class; 4) Compliance with requirements; and 5) Instructor's observation.
5. Promptness and industry at the work station, including notification to the employer when absence from the job is necessary.
6. Notify the Instructor-Supervisor IMMEDIATELY upon any change in the circumstances surrounding the work station, including the need to leave the program.
7. Complete monthly time sheets and have them verified by supervisor.
8. Attend assigned weekly related seminar.

Student's Signature _____

The college's responsibilities include:

1. To pre-screen student's qualifications for entering into the program.
2. To maintain a close working relationship with student's employer/supervisor.
3. To assist the student in developing meaningful job Objectives.
4. To provide course credit commensurate with the employer's and instructor's evaluation of student's performance.

College Representative _____

The employer's responsibilities include:

1. To provide reasonable probability of continuous employment for the student during the college session in which he is enrolled.
2. To meet the Federal and State regulations governing employees and working conditions.

3. If the work station is one providing compensation, the wage should be at a comparable scale, and Workman's Compensation insurance shall be provided.
4. To work closely with the Coordinator or Instructor-Supervisor and evaluate the student's performance.
5. Verify hours of work and attendance for college records.

Date _____ Employer/Supervisor _____

NOTE: As provided by law, _____ College does not discriminate, by sex or otherwise, in its educational programs nor in any other of its activities.

Author: None Given Source: ED 100 434
 Title: NEW HORIZONS IN COOPERATIVE EDUCATION: PROJECT REPORT
 SAN MATEO COMMUNITY COLLEGE DISTRICT CALIFORNIA
 Publisher: None Given
 City, State: San Mateo, California
 Date: 1974 Pages Reviewed: 66

Two sample agreements entitled: "Cooperative Education Work Experience Agreement," are presented in this report. The agreements combine the learning objectives for the student and the evaluation of these objectives by the employer. The responsibilities of the college, student, and employer are briefly listed.

The agreements state that the learning objectives should be specific, measureable, and within the ability of the student to accomplish within the semester. The objectives are to be written by the student and approved by both the employer and the school's coordinator, as to their validity.

The employer agrees to confer with the student to discuss his/her progress in achieving the goals and evaluate the progress at the end of the term. The following rating scale is used:

1. if objectives have been accomplished.
2. if some progress has been made towards objectives.
3. if student has failed to make any significant progress.

The employer also agrees to provide necessary supervision in order that the student will obtain educational benefits from the work experience. The employer further agrees to provide adequate protection for the student/employee through workmen's compensation and/or liability insurance as required by law.

The colleges agree to provide supervision and counseling to insure that the student received adequate educational benefits from the work experience. The coordinator will determine whether the student is to receive credit for the work experience by reviewing the employer's rating, holding conferences with the student, term assignments and on-the-job evaluation.

ED 100 COOPERATIVE EDUCATION WORK EXPERIENCE AGREEMENT

Skyline _____ CSM _____ Canada _____

Student _____

(Employer, Company Name) _____

Semester _____

Year _____

Each semester that a student is enrolled in Cooperative Education, it is necessary to identify new learning objectives. They should be specific, measurable, and within his/her ability to accomplish. The objectives must be formulated by the student, reviewed and approved by both the employer and coordinator at the beginning of the semester.

At semester's end, the employer and student will discuss the progress made in attaining the objectives and independently rate the progress (below). From this rating plus seminar discussions, individual conferences, term assignments and on-the-job evaluation, the instructor/coordinator will determine whether or not the student is to receive credit for the work experience.

Objectives	Rating
A. _____	A. _____
B. _____	B. _____
C. _____	C. _____
D. _____	D. _____
E. _____	E. _____

Rating Scale: 1 - Accomplished Objective.
 2 - Made some progress towards objective.
 3 - Failed to make any significant progress.

Rated by: _____
 Title: _____
 Date: _____

We agree with the validity of the learning objectives listed above. The employer and the college agree to provide the necessary supervision and counseling to insure that the student/employee received appropriate educational benefit from the work experience.

It is understood that the employer will provide adequate protection for the student/employee through Workmens Compensation and/or Liability Insurance as requested by law.

Employer's Representative _____ Student's Signature _____ Coordinator's Signature _____

 Title

EMPLOYER'S FILE COPY

APPENDIX A

ALPHABETICAL INDEX
OF
SELECTED ABSTRACTS
RELATED TO
POSTSECONDARY
VOCATIONAL EDUCATION

BIBLIOGRAPHY - SELECTED WORKS RELEVANT TO ADULT POSTSECONDARY
VOCATIONAL EDUCATION

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- Gillie, Angelo C., Principles of Postsecondary Vocational Education.
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APPENDIX B

RESOURCE GUIDES
HANDBOOKS
OR
MANUALS
FOR
POSTSECONDARY
EDUCATION WORK
PROGRAMS

RESOURCE GUIDES, HANDBOOKS, OR MANUALS FOR POSTSECONDARY EDUCATION/WORK PROGRAMS

- California Community Colleges, Sacramento, California, Resource Guide for Administrators and Coordinators of Cooperative Work Experience Education in California Community Colleges, 1975-76
- Carleton College, Northfield, Minnesota. Internships: Student Handbook 1976, Published by the Office of Student Futures.
- Eastern Arizona College, Thatcher, Arizona, Cooperative Education Log.
- Fresno City College, Fresno, CA., Work Experience Education: Student Manual, 1973
- Maricopa County Community College District, Phoenix, Arizona. Cooperative Education Faculty Coordinator's Handbook and Cooperative Education Student Guide. 1976
- Northeastern Junior College, Sterling, Colorado. Work Experience Education Programs Report, 1977
- Northeastern University, Boston, Mass. A Manual for Coordinators of Cooperative Education, May 1974
- Sinclair Community College, Dayton, Ohio, Experience-Based Education at Sinclair Community College, 1976
- University of Cincinnati, Career Dynamics Center: Professional Practice Program, Student Handbook, 1976
- Yavapai College, Prescott, Arizona. Vocational Cooperative Education Program: Student's Guide, 1976